



Dennis Intermediate

321 Roland St.
Bishopville, South Carolina

Grades	4-5 Elementary School	
Enrollment	202 Students	
Principal	Lei Knight	803-484-4087
Superintendent	Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

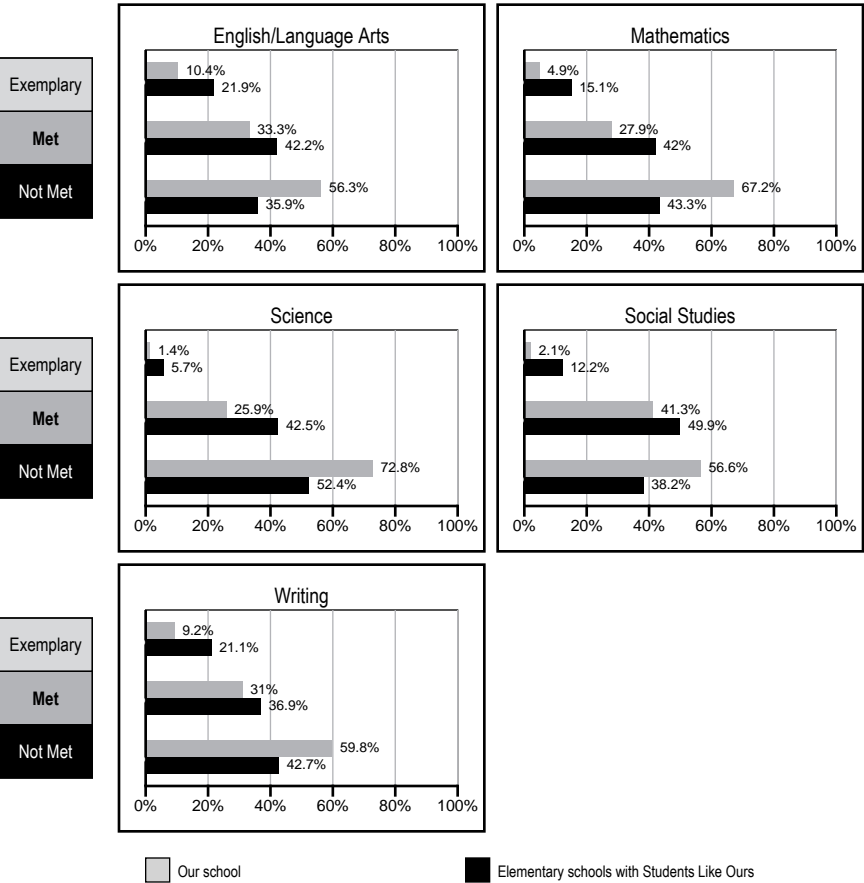
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	65	62	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=202)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	3.6%	Down from 4.2%	2.4%	1.9%
Attendance rate	96.1%	Down from 96.5%	96.0%	96.3%
Eligible for gifted and talented	4.0%	Up from 1.6%	3.1%	10.0%
With disabilities other than speech	14.6%	No Change	7.5%	7.7%
Older than usual for grade	5.9%	Down from 6.5%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	60.0%	Up from 37.5%	57.1%	59.4%
Continuing contract teachers	73.3%	Down from 75.0%	71.6%	80.0%
Teachers with emergency or provisional certificates	25.0%	Up from 15.4%	0.0%	0.0%
Teachers returning from previous year	72.7%	Down from 77.6%	81.7%	85.9%
Teacher attendance rate	93.0%	Up from 92.8%	95.2%	95.1%
Average teacher salary*	\$42,525	Up 3.7%	\$45,790	\$47,149
Professional development days/teacher	7.2 days	No Change	10.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 17.6 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 88.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,727	Up 3.3%	\$8,668	\$7,458
Percent of expenditures for instruction**	61.4%	Up from 60.2%	68.3%	68.8%
Percent of expenditures for teacher salaries**	57.9%	Up from 47.8%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Dennis Intermediate School served 187 students in grades 4-5 in Lee County School during the 2008-2009 school year. The mission of Dennis Intermediate School is to provide students educational and technological opportunities in a challenging learning environment that prepares them for the next educational level and enables them to function well in society.

The instructional focus for this school year was differentiated instruction. All teachers were provided with professional development on using a variety of instructional strategies to improve student achievement. The professional development in science enhanced teachers' use of the science kits and culminated in a science fair. Additionally, teachers were provided with professional development on reading and math strategies to reach all students.

Students participated in a monthly Writing Across the Curriculum initiative. Students were given a writing prompt and utilized the writing process throughout the day to publish a final draft. Students also used Compass Learning and Accelerated Math software programs for enrichment/remediation in ELA and math on a weekly basis. Select students were taught reading using the READ 180 curriculum. Students were also provided with enrichment/remediation through the Twenty First Century Afterschool program and a two week extended year summer program.

Teachers monitored student progress using a variety of assessments. Student mastery of the South Carolina Academic Standards was monitored quarterly using the Flanagan's Test for Higher Standards. Students' areas of academic strength and weakness were determined by using Measures of Academic Progress (MAP) tests. Teachers met with parents and students to discuss student MAP results and set individual students goals. In an effort to increase school/home/community support, Dennis Intermediate partnered with Coca-Cola Bottling Co. Consolidated to provide academic and character education incentives to students. Additionally, a monthly calendar was sent home to parents as well as a detailed progress report that was generated from the Integrate Pro software program. However school/home communication continues to be an area of challenge for Dennis Intermediate School

Kwamine Simpson, Principal
Everette Jenkins, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	75	48
Percent satisfied with learning environment	72.7%	83.8%	71.7%
Percent satisfied with social and physical environment	54.5%	62.2%	54.2%
Percent satisfied with school-home relations	54.5%	80.0%	76.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 9 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
---------------------------	---

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.9%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	193	100	55.7	34.1	10.3	59.5	57.5	82.8	Yes	Yes
Gender										
Male	96	100	61.3	31.2	7.5	49.5	51.1	79.3	N/A	N/A
Female	97	100	50	37	13	69.6	63.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	73	89.5	I/S	I/S
African American	185	100	56.1	34.4	9.4	59.4	56.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	33	100	N/AV	N/AV	N/AV	33.3	30.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	178	100	58.4	31.2	10.4	56.6	55.4	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	193	100	66.5	28.6	4.9	50.8	50	78.9	No	Yes
Gender										
Male	96	100	64.5	29	6.5	50.5	48.7	77	N/A	N/A
Female	97	100	68.5	28.3	3.3	51.1	51.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	64.9	87.2	I/S	I/S
African American	185	100	67.2	28.3	4.4	50.6	48.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	33	100	N/AV	N/AV	N/AV	18.2	20.6	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	178	100	67.1	28.9	4	50.9	48.4	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	154	100	72.3	26.4	1.4	27.7	28.7	67.5
Gender								
Male	73	100	67.6	29.6	2.8	32.4	28.1	67
Female	81	100	N/AV	N/AV	N/AV	23.4	29.2	68
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	52.4	79.5
African American	148	100	72.2	26.4	1.4	27.8	27.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	41.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	25	100	N/AV	N/AV	N/AV	4	8.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	43.8	59.6
Socio-Economic Status								
Subsided meals	141	100	74.5	24.8	0.7	25.5	26.6	55.1

Social Studies

All Students	153	99.4	56.6	41.4	2.1	43.4	38.3	72.3
Gender								
Male	77	98.7	67.6	31.1	1.4	32.4	32.5	71.5
Female	76	100	45.1	52.1	2.8	54.9	43.8	73.2
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	50	80.7
African American	145	99.3	56.1	43.2	0.7	43.9	37.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	28	96.4	N/AV	N/AV	N/AV	14.8	15.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.5	67.9
Socio-Economic Status								
Subsided meals	143	99.3	57.7	40.1	2.2	42.3	36.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	193	96.9	59.1	31.5	9.4	40.9	40.6	70.2	96.1	95.5
Gender										
Male	97	94.9	63.3	25.6	11.1	36.7	34.5	63.2	95.3	94.8
Female	96	99	54.9	37.4	7.7	45.1	46.2	77.5	96.8	96.2
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	54.3	79.1	93.7	94.1
African American	185	96.8	59.7	31.3	9.1	40.3	40.3	57.6	96.1	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	97.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	35	62.6	92.2	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	90.8
Disability Status										
Disabled	34	88.2	N/AV	N/AV	N/AV	N/AV	6.8	26.1	95.1	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	42.1	61.2	95.3	95.9
Socio-Economic Status										
Subsidized meals	178	97.2	61.5	30.2	8.3	38.5	38.8	58.9	95.9	95.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	115	100	59.3	32.4	8.3	40.7
	5	78	100	50.6	36.4	13	49.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	115	100	66.7	30.6	2.8	33.3
	5	78	100	66.2	26	7.8	33.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	114	100	77.8	21.3	0.9	22.2
	5	40	100	57.5	40	2.5	42.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	115	99.1	53.7	44.4	1.9	46.3
	5	38	100	64.9	32.4	2.7	35.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	115	96.5	73.6	19.8	6.6	26.4
	5	78	97.4	38.7	48	13.3	61.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample